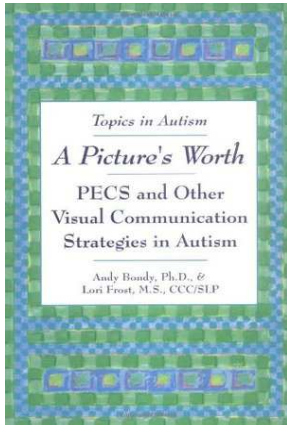


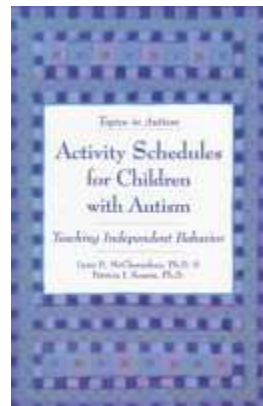
## BOOKS ABOUT COMMUNICATION



### **A PICTURE'S WORTH**

Bondy, A.

The PECS primer written by the developers of the Picture Exchange Communication System, is now available in a second edition. This user-friendly guide introduces PECS, a simple and empowering communication tool in which partners exchange cards with photos or line drawings representing objects, attributes, and actions. A child or adult who has delayed or no speech can easily express his basic desires (e.g., "ice cream") or needs using a PECS card without prompting from another. And as a person's PECS usage progresses, he or she learns to put pictures together in sentences to express desires (e.g., "I want chocolate ice cream."), to comment, and to ask questions.



### **Activity Schedules for Children with Autism**

McClannahan, L.E., Krantz, P.J.

Activity schedules--simple, yet revolutionary teaching tools--enable children with autism to accomplish activities with greatly reduced adult supervision.

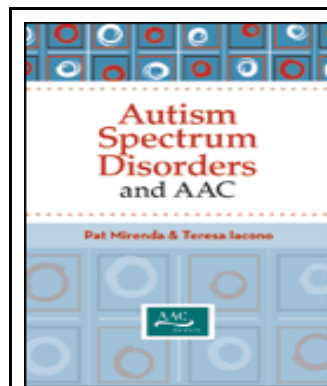
An activity schedule is a set of pictures or words that cues a child to engage in a sequence of activities. When activity schedules are mastered, children are more self-directed and purposeful in their home, school, and leisure activities--doing puzzles, interacting with classmates, and preparing food with minimal prompting.



### **Apprends-moi le langage**

Freeman, S., Dake, L.

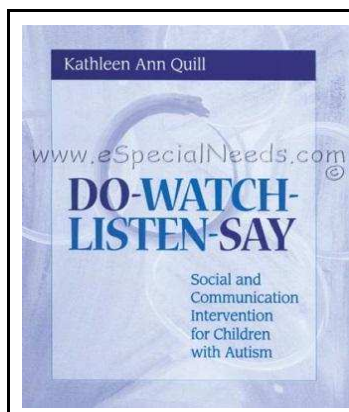
Apprends-moi le langage est destiné aux parents et aux thérapeute qui enseignent le langage aux enfants atteints d'Autisme, du syndrome d'Asperger et d'autres troubles du développement apparentés. Le livre est basé sur des méthodes professionnelles de thérapie de la parole spécialement mises au point pour enseigner aux enfants autistes ou atteints de troubles apparentés des compétences langagières dont ils ont besoin à l'école et dans la vie. Apprends-moi le langage est un manuel du type "Comment faire"offrant, étape par étape, 400 pages de directives, d'explications, d'exemples, de jeux et de cartes à jouer pour attaquer les faiblesses langagières fréquentes chez les enfants ayant des troubles envahissants du développement.



### **Autism Spectrum Disorders and AAC**

Mirenda, P., Lacono, T.

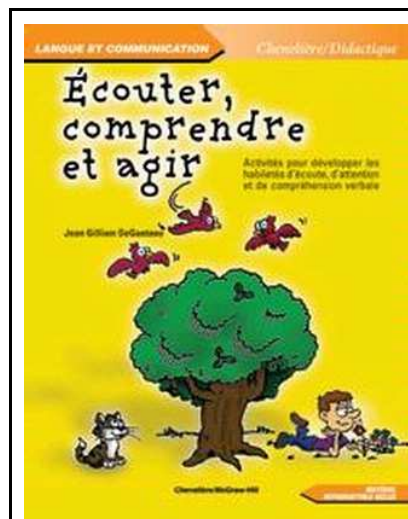
For children, adolescents, and adults with autism, AAC can have a tremendous positive impact on communication, social skills, and behavior. Now there's a comprehensive, up-to-date research volume that shows professionals what today's most effective AAC methods are—and why they're a perfect fit with a variety of learning approaches that work for people with autism.



### **Do-Watch-Listen-Say**

Quill, K.A.

Children with autism pose a perplexing and inconsistent puzzle when it comes to their social skills and communication development. This comprehensive intervention guide and accompanying activities are easily adapted to develop a curriculum for both children who are verbal and those who use augmentative and alternative communication, and it can be implemented at home or in the classroom.

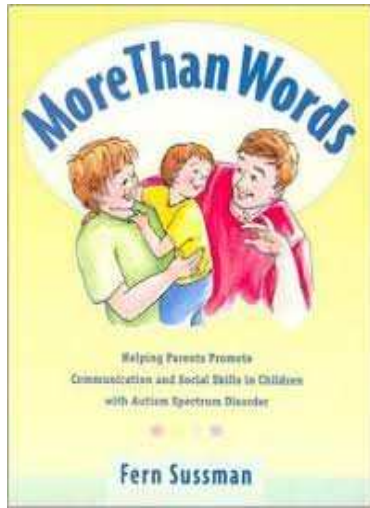


### **Écouter, Comprendre et Agir**

DeGaetano, J.G.

The mastery of language is at the heart of the academic success of children: it is by developing their auditory memory and their listening skills, attention and verbal comprehension that they can better build their learning. *Listen, understand and act* offers 33 activities to improve auditory attention and verbal comprehension of students and their ability to process information. Each activity has a reproducible worksheet for the student and a teaching tool with instructions to read. These instructions use a basic vocabulary and specific concepts such as spatial concepts, colors, quantity, etc.

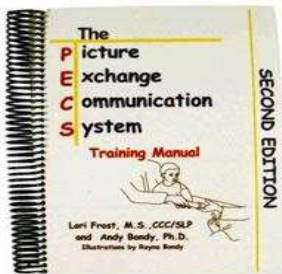
Simple and fun, the activities have been designed to help young people from preschool, those learning French as well as struggling students improve their language skills.



### **MORE THAN WORDS**

Sussman, F.

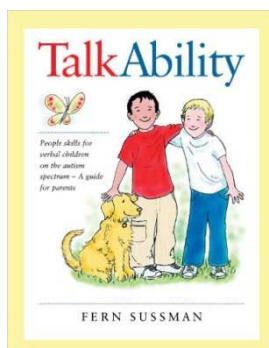
More Than Word – The Hanen Program® for Parents of Children with Autism Spectrum Disorder (ASD) is a family-focused, social pragmatic intervention program for young children with ASD. More Than Words was adapted from It Takes Two to Talk® – The Hanen Program® for Parents of Children with Language Delays in order to meet the needs of children on the autism spectrum and their parents. The goal of More Than Words, like that of It Takes Two to Talk, is to empower parents to become the primary facilitator of their child’s communication and language development, thereby maximizing the child’s opportunities to develop communication skills in everyday situations. More Than Words addresses the needs of both nonverbal and verbal children with ASD under the age of five.



### **PECS Training Manual**

Frost L., Bondy, A.

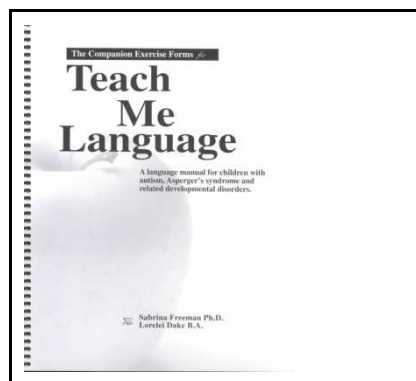
Lori frost has revised the PECS Manual updating and extending the scope of the original into a truly comprehensive 400 page guide to the successful implementation of PECS.



### **TALK ABILITY**

Sussman, F.

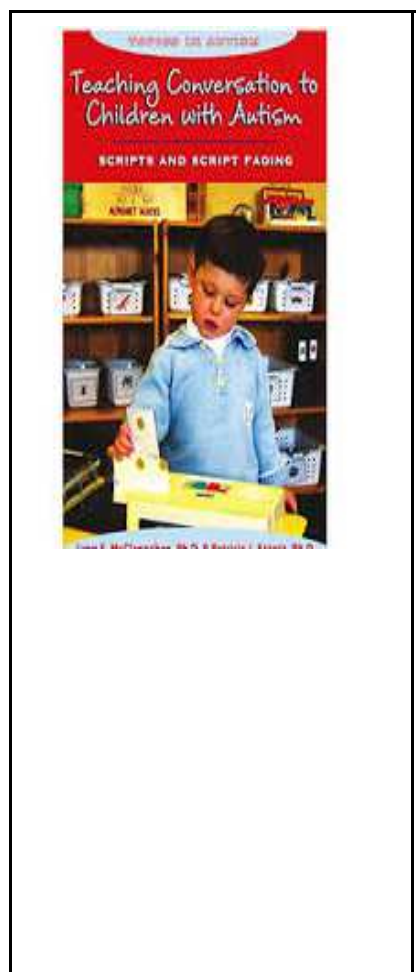
Provides practical strategies to help kids with Asperger syndrome, high functioning autism or social difficulties gain the social and special language abilities necessary for successful conversations and friendships.



### **Teach me Language**

Freeman, S., Duke, L.

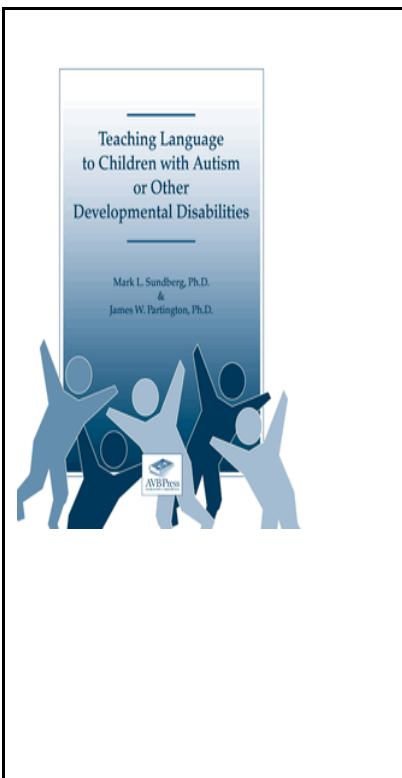
Developed specifically to help parents, teachers and therapists teach children with autism and related disorders the language skills they need in school and life



### **Teaching Conversation to Children with Autism**

McClannahan, L.E.,Krantz, P.J.

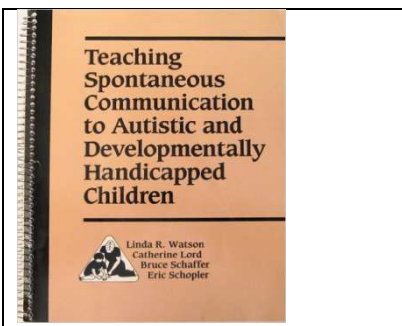
This book describes scripts that parents and teachers can use to help children learn to initiate conversation, thereby improving communication. The authors have successfully used scripts and script-fading techniques based on their clinical observations and research, and founded on applied behaviour analysis principles. The authors begin by thoroughly explaining the script and script-fading processes and include many examples to support the instructions. A script is an audiotaped or written word, phrase, or sentence that often reflects the child's preferences and interests. For very young children and non-readers, scripts are paired with pictures of desired objects or activities. The process starts when a child engages in conversation with an interaction partner by reading a script or playing it on an audio card reader to start the conversation (e.g., "I like yogurt"). The partner supports the conversation with a response (e.g., "Yogurt is good", or "You had yogurt for lunch"). After the child masters a few scripts, the script-fading process begins. The last word of the script is removed, then the next to last, and so on, until the script is absent. After scripts have been introduced and faded, many children learn to spontaneously initiate and pursue social interaction. The book demonstrates that scripts are a valuable tool to improve interaction for children and even adolescents and adults. Use scripts at home, in school, in the workplace, and in the community.



### **Teaching Language to Children with Autism and other Developmental Disabilities**

Sundberg, Dr. M.L., Partington J.

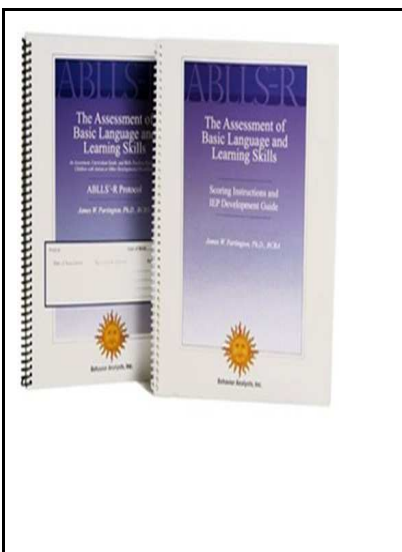
The primary focus of an intervention program for children with autism should be on the development of effective language skills. However, language is complex, and the professional literature contains a vast array of theories, opinions, and views as to how to analyze, assess, and teach language. Currently, cognitive theories underlie most of the language assessment and intervention programs used for children with autism. Behavior analysis provides an alternative analysis of language (Skinner, 1957) that is an empirically sound and comprehensible conception of human language. Skinner’s analysis of verbal behavior is based on the same principles of behavior and basic research that underlie the teaching procedures of discrete trial training (DTT) and applied behavior analysis (ABA). These teaching procedures (e.g., prompting, fading, shaping, chaining), along with Skinner’s analysis of verbal behavior can provide a behavioral foundation for the analysis, assessment, and day-to-day language intervention program for children with autism.



### **Teaching spontaneous communication to autistic and developmentally handicapped children**

Watson, L.R. Lord Bruce Schaffer, K. Schopler, E

This book presents a communication curriculum designed to provide methods for assessing and teaching communication skills to students with autism and related disorders. As well as addressing the needs of nonverbal children, the curriculum is designed for children who have language skills ranging from a few words to simple sentences.



### **The Assessment of Basic Language and Learning Skills - Revised (The ABLLS®-R),**

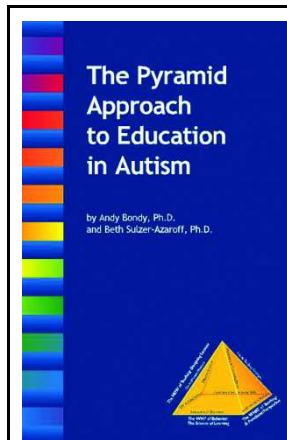
Sundberg, Dr. M.L., Partington J.

The Assessment of Basic Language and Learning Skills - Revised is an assessment tool, curriculum guide, and skills-tracking system designed for children with autism or developmental disabilities.

Mark L. Sundberg, Ph.D., BCBA

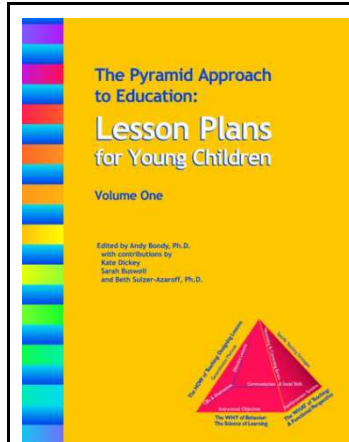
This guide covers 544 skills across 25 different skill areas that typically developing children usually gain by the time they start kindergarten. Some of the skill areas include: receptive language, expressive language (based on Skinner’s Verbal Behavior), social interaction, joint attention, self-help, academic, motor skills and more.





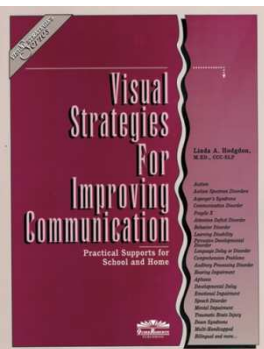
**The Pyramid Approach to Education in Autism**  
Bondy, A.

Presents an integrative approach to teaching people across the autism spectrum, and within any learning environment.



**The Pyramid Approach to Education: Lesson Plans for Young Children**  
Bondy, A., Dickey, K., Black, D., Buswell, S.

This manual is the perfect resource for any individual who instructs learners. It contains close to 100 ready-to-use lesson plans to teach learners skills in the following life areas: school-based, communication, self-help, social, domestic, recreation/leisure, and community-based skills. This manual also assist teachers in writing additional lesson plans within the Pyramid Approach to Education framework by providing detailed explanations and examples. Each lesson was developed by teachers and specialist experienced in teaching learners with special needs.



**Visual Strategies for Improving Communication**  
Hodgdon, L.

Practical supports for school and home: contains interactions for students who experience autism and other moderate to severe communication disorders

*What are  
Visual Strategies?*



**What are Visual Strategies?**

Hodgdon, L.

What Are VISUAL STRATEGIES? is a perfect introduction to the concept of using visual strategies for students who experience communication challenges, including autism.